



Colorado Campus Compact Program Evaluation Report

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FOR COLORADO CAMPUS COMPACT

September 30, 2010





Colorado Campus Compact Program Evaluation Report 2009

COLORADO CAMPUS COMPACT AT A GLANCE

Colorado Campus Compact (CCC) is a member organization of 21 college and university presidents from private, public, two- and four-year higher education institutions across Colorado. Members are committed to the principles of service-learning and civic engagement. CCC is part of a national coalition of more than 1100 colleges and universities. Approximately 40% of Colorado's participating institutions are public four-year institutions, 35% are four-year private colleges and 25% are community or junior colleges.

PURPOSE AND METHODOLOGY

The purpose of this report is to summarize and present the findings of various data sources that pertain to the use of service-learning, community-based research and overall civic engagement on Colorado higher education campuses who are members of Colorado Campus Compact. This report compiles findings from two primary sources:

- The Western Region Campus Compact Consortium Faculty Engagement Survey which surveyed 974 faculty on 47 higher Campus Compact member campuses across the western states of Colorado, California, Montana, Oregon, Utah, Washington, and Hawaii Pacific Islands. The survey was administered to all faculty on the campuses between February and April 2009 and measured their level of involvement in service-learning and/or community-based research. In Colorado, 86 faculty members on three campuses completed the survey (the full Western Region Report is available at cccompact.org).
- Campus Compact Online Member Survey administered for twelve weeks beginning in September 2009 to all Campus Compact members in Colorado. Twelve of Colorado's 21 member campuses completed the survey which assessed student and faculty involvement in service and service-learning, institutional support/culture for service-learning, campus partnerships, and satisfaction with Campus Compact programs and services.

STRUCTURE OF REPORT

- ✓ Summary of Data and Recommendations
- ✓ Section I: Findings from Campus Compact Faculty Engagement Survey
- ✓ Section II: Findings from Campus Compact Member Survey
- ✓ Section III: Findings & Recommendations

(cover photo: Colorado State University)



SUMMARY OF FINDINGS & RECOMMENDATIONS

1. Colorado campuses have strong service-learning programs that engage a high number of students and faculty:

In 2008-09, on Colorado Campus Compact members' campuses, 48,888 students engaged in service, providing over 6 million hours of service, with the average student in Colorado serving a half hour more each week than the national average. Colorado institutions also offered more service-learning courses and had more faculty teaching service-learning courses than national institutions, yet had less staff support than campuses nationally. In addition, 70% of faculty surveyed indicated that they were already using or interested in using service-learning, indicating that there is an opportunity for Colorado Campus Compact to support its members to provide more professional development on service-learning.

2. Institutions in Colorado provide structures to support service-learning and civic engagement on their campuses:

In 2008-09, 90% of Colorado campuses surveyed indicated that their college presidents participated in campus service or civic engagement activities (compared to only 68% nationally). In addition, 83% of campuses in Colorado had missions that support community service and service-learning and 80% had service/civic engagement stated in their strategic plans. To encourage service on campus, 67% of participating Colorado institutions provided funding and provided space for student service groups. However, only 17% of institutions recorded service on the student transcripts and only 50% provided public recognition for service. These are strategies for increasing student and faculty engagement that campuses could institute with support from Colorado Campus Compact.

Over 90% of participating Colorado institutions recorded student engagement at the department level however only 8% did at the institutional level. Institution-wide systems for recording student engagement would allow for more accurate collection of student service data and could support the development institutional-wide recognition programs, designation of service-learning courses in the course guide, and recording of service on student transcripts. In terms of assessing student learning, 73% of participating Colorado campuses measured the impact of service on student learning at either the institutional or departmental level and 27% of Colorado institutions did not. Since assessment of student learning is an essential element of high quality

Colorado Campus Compact FACTS

In 2009, across CCC Member Campuses...

- 29% of students on campus were engaged in service.
- Over 48,000 students were engaged in service.
- Students performed over 6 million hours of service valuing over \$135 million.
- An average of 64 service-learning courses were offered on each campus.
- Most common issues addressed through service were *access to higher education, civil/human rights* and *K-12 education*.
- 83% of campuses had missions that support community service and service-learning.
- 80% of campuses had service/civic engagement stated in strategic plan.
- 70% of faculty surveyed were either implementing service-learning or interested



service-learning, there is an opportunity for Colorado Campus Compact to highlight the assessment work already taking place on Colorado Campuses to support faculty in Colorado and nationally who may still struggle with assessment.

3. In Colorado, students play an active role in many key areas of decision making with service-learning:

Of the participating Colorado campuses, 58% reported that students played a lead role directing the service-learning/civic engagement office and 42% reported that students helped to design academic service-learning courses and create syllabi. These findings indicated that student and student service groups could potentially play a larger role and could be fostering service-learning on their campuses.

4. Colorado campuses engage their communities in meaningful ways:

Participating Colorado campuses had an average of 143 community partners per campus which was higher than the national average of 93. In addition, 58% of Colorado institutions used community members as uncompensated co-instructors, almost twice the percentage of national institutions (35%). However, 50% of Colorado institutions did not have systems in place to measure the impact of student service on the community. This information is critical to building a case for service-learning on and off campus, and is another area that Colorado Campus Compact may be able to support its members.



Will Powers / The Associates Press
Colorado College professor and students in
Pikes National Forest.

Summary

Given that Colorado institutions offered more service-learning courses with less staff support, offered less extra-credit for service-learning projects, had students serving hours more than the national average, and included “service to the community” in their strategic plans, one could conclude that Colorado institutions made service-learning more of a “norm” and less of an “obligation” on their campuses. It is evident that Colorado Campus Compact members have a strong foundation for service-learning and civic engagement on their

campuses and that there is a role for Colorado Campus Compact in supporting its members to develop further in the areas of: 1) institution-wide tracking and recognition systems, 2) service-learning training and technical assistance for faculty already using service-learning and those interested in doing so, 3) measuring the impacts of student engagement on student learning, and 4) supporting students and student organizations on campus to play a larger role in the integration of service-learning into their academic courses.

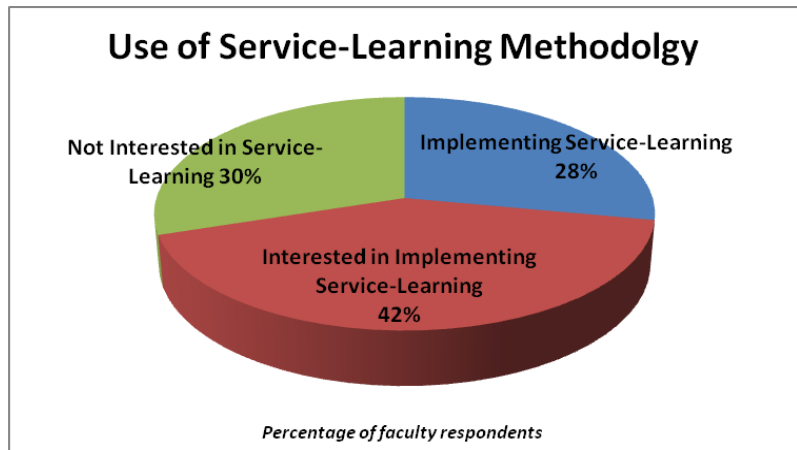


SECTION I: RESULTS FROM THE FACULTY ENGAGEMENT SURVEY

Use of Service-Learning Methodology:

As shown in Graph 1, 28% of Colorado faculty respondents indicated that they were already using service-learning methodology and an additional 42% were interested in doing so. Thus, 70% of faculty are implementing or interested in implementing service-learning. The data also indicate that approximately a third of the faculty respondents did not intend to use service-learning methodology.

GRAPH 1:



Use of Community-Based Research:

In response to the question, "Have you incorporated community-based research into any of your courses and/or into your own scholarship?", approximately 20% of faculty respondents in Colorado answered yes and 43% indicated that they were interested in doing so, indicating that potentially 63% of faculty respondents would utilize this methodology with the appropriate professional development and support.

Reasons for Using Service-Learning:

Among the 974 faculty surveyed in the Western Region, the primary reasons for incorporating service-learning into their courses were: 1) *to improve student learning*, 2) *to prepare students for lifelong community engagement*, and 3) *to create a richer classroom environment*. The least frequently selected responses were *to receive faculty incentive money* and *to receive monetary resources for my courses*. Further research would need to be done to determine if these incentive were not important to faculty or whether they were merely not available and thus not a reason they used service-learning.

How They Learned about Service-Learning:

Among the 974 faculty surveyed in the Western Region, the most common ways that faculty first become involved with service-learning were that they *started using service-learning on their own* (46%), *their colleagues encouraged them to try service-learning* (32%) and *they attended a service-learning training or event on campus* (31%). Two of the least common ways faculty heard about service-learning were *through a Campus Compact event* (8%) or *students wanted to do service-learning* (9%). Although this data are regional and not specific to Colorado, they provide information on specific strategies that may be helpful in engaging more faculty in service-learning.



SECTION II: FINDINGS FROM CAMPUS COMPACT’S MEMBER SURVEY

Students Involved in Community Service, Service-Learning and Civic Engagement Activities:

In 2008-09, an average of 2,328 students¹ per campus were involved in service, service-learning and civic engagement activities in Colorado. If multiplied across the 21 Compact member campuses, the total number of students participating in service was 48,888 - which is a conservative estimate since many of Colorado's campuses did not have institution-wide systems to track student engagement.

TABLE 1: Number of Students Engaged

	National	Colorado
Average per campus	2,476	2,328
% of student FTE	33%	29%

Student Participation in Service Activities:

Colorado’s students served an average of 4.3 hours per week which was approximately a half-hour more than the national average. According to Campus Compact's calculations, students in Colorado served over 6 million total hours, valued at \$135 million dollars.

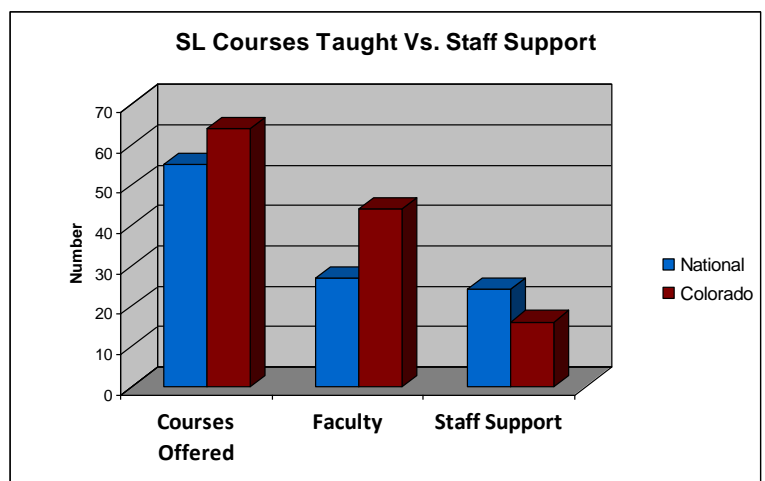
TABLE 2: Hours and Value of Student Service

	National	Colorado
Average hours per week/per campus	3.795	4.278
Total hours served in 2008-09 (based on a 32-week academic year and the average student FTE enrollment on member campuses reporting)	366,369,795	6,685,580
Value of Service (based on Independent Sector's 2008 value of volunteer time of \$20.25 per hour)	\$7,418,988,344	\$135,382,997

Service-Learning Courses Offered:

There was an average of 64 service-learning courses offered per campus in Colorado which was 9 more than national Campus Compact average of 55. In addition, an average of 44 faculty on those Colorado campuses taught service-learning courses which far exceeded the national average of 27 faculty teaching service-learning courses. Colorado campuses had an average of 16 support staff that supported faculty and students

GRAPH 1:



¹ The 12 campuses who participated in the survey represent large state 4-year universities as well as small private colleges and thus is a good representation of all 21 Colorado Campus Compact members.



engaged in service which was lower than the national average of 24 support staff per campus. Graph 1 shows that Colorado institutions offered more service-learning courses and had more faculty teaching service-learning courses than national institutions, but had fewer staff supporting service activities than institutions nationally.

Issue Areas Addressed through Service:

On participating Colorado campuses, the most common issues addressed by students' service projects were *access and success in higher education, civil rights/human rights, and K-12 education*, with campuses reporting that 83% of projects were these three types. The least common type of project was legal aid. Nationally, the most common issues addressed were *K-12 Education, hunger, and tutoring*. The largest discrepancy between Colorado and the national average was that in Colorado, 75% of projects related to the *public arts/theater* and nationally only 55% of projects addressed this issue.

TABLE 3: Issue Areas Addressed Though Service-Learning

	National	Colorado
Access/success in higher educ.	70%	83%
Agriculture/nutrition	54%	58%
Animal welfare	45%	42%
Civil rights/human rights	68%	83%
Conflict resolution	34%	50%
Crime/criminal justice	51%	58%
Disability issues	59%	67%
Disaster preparedness	35%	42%
Economic development	61%	75%
Environment/sustainability	81%	75%
Global citizenship	57%	58%
Health care, general	75%	58%
HIV/AIDS	43%	33%
Housing/homelessness	80%	75%
Hunger	82%	75%
Immigrant/migrant rights	43%	58%
International issues	51%	58%
K-12 education	89%	83%
Legal aid	24%	17%
Mental health	52%	42%
Mentoring	80%	75%
Multiculturalism/diversity	70%	75%
Parenting/child	45%	50%
Poverty	81%	67%
Public arts/theater	55%	75%
Reading/writing	78%	75%
Senior/elder services	73%	58%



Sexual assault	43%	42%
Substance abuse	39%	25%
Tax form preparation	42%	33%
Technology	42%	42%
Transportation	18%	33%
Tutoring	82%	75%
Voting	51%	58%
Women's issues	63%	67%

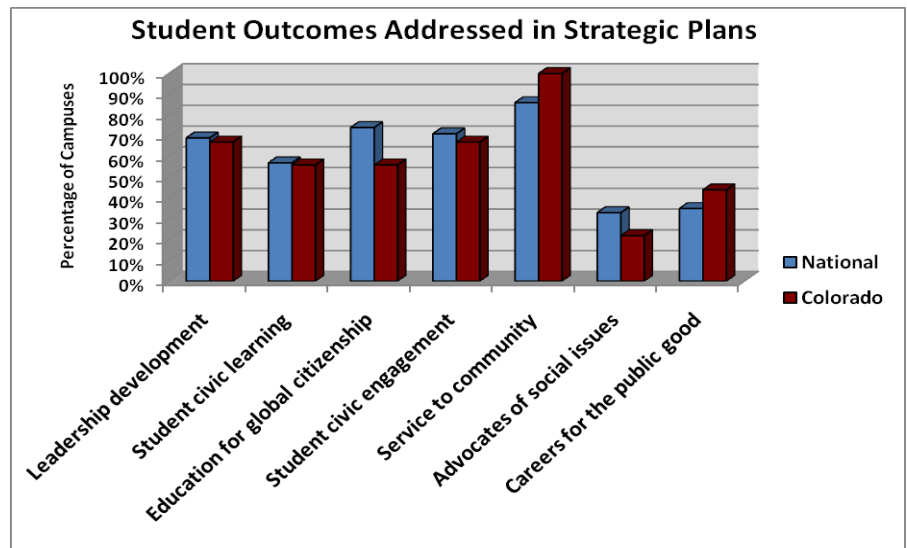
(Values in gray indicate highest value)

Institutional Support/Culture for Service:

Of the campuses surveyed, 83% reported having an institutional mission or purpose statement supporting community service, academic service-learning and/or civic engagement and 80% reported that service/civic engagement were explicitly stated in their institution's strategic plan (these were similar to rates at the national level). All (100%) of Colorado institutions and 86% of institutions nationally specifically mention *service to the community (local, national and global)* as a student outcome addressed within their strategic plans.

Graph 2 illustrates that three of the objectives appear almost equal nationally and in Colorado: *student civic engagement, student civic learning, and leadership development*, while the four other objectives, *careers for the public good, advocates of social issues, service to the community, and education for global citizenship*, show discrepancies between Colorado and national institutions of 11% or more. Colorado institutions seem to put less emphasis on *advocates of social issues* and *education for global citizenship* in their institutions' strategic plans than campuses nationally.

GRAPH 2:



Essential Learning Outcomes:²

Respondents were asked which of the essential learning outcomes addressed through service and service-learning could be found in their institution's strategic plan. Table 4

² As determined by Association of American Colleges and University's Liberal Education and America's Promise.



shows that the most common outcome addressed by Colorado and national institutions was *critical thinking*. Almost 90% also reported that *civic knowledge and engagement--local and global* and *Intercultural knowledge and competence* were outcomes of service-learning that aligned with their strategic plans while *creative thinking* was addressed in the plans of only 13% of Colorado campuses.

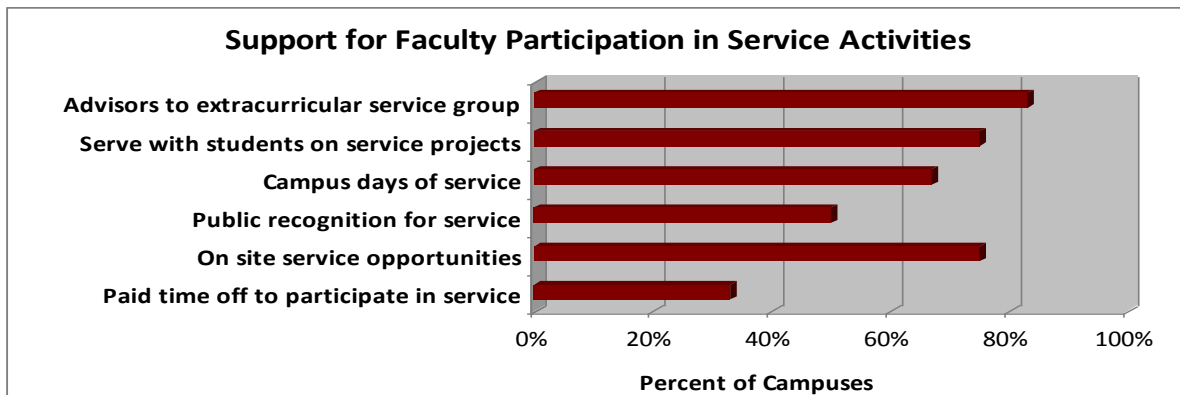
TABLE 4: Essential Learning Outcomes Addressed

	National	Colorado
1. Inquiry and analysis	66%	38%
2. Critical thinking	90%	100%
3. Creative thinking	60%	13%
4. Written communication	77%	63%
5. Oral communication	70%	50%
6. Quantitative literacy	47%	25%
7. Information literacy	52%	38%
8. Teamwork	53%	25%
9. Problem solving	65%	38%
10. Civic knowledge and engagement--local and global	81%	88%
11. Intercultural knowledge and competence	74%	88%
12. Ethical reasoning	57%	63%
13. Foundations and skills for lifelong learning	74%	50%
14. Integrative learning	57%	50%

Support for Faculty and Staff Participation in Service/Volunteering Activities:

When asked, "In what ways does your institution support faculty and staff in personally participating in service/volunteer activities?", 83% of participating Colorado campuses reported that the most frequent opportunity was to serve as *advisors to extracurricular service groups*, followed by *onsite service opportunities* (75%) and *opportunities to serve with students on service projects* (75%) - which were also the most frequent at the national level. The least frequently offered supports provided by institutions in Colorado were *public recognition for service* (50%) and *paid time off to participate in service* (33%).

GRAPH 3:





Presidential Involvement in Service/Civic Engagement Activities:

On Colorado campuses surveyed, over 90% of university/college presidents *participated in campus service/civic engagement activities*, compared to only 68% nationally. In addition, 82% of presidents in Colorado *served on community boards* and 73% *provided fiscal support for community-based work*. Like national institutions' presidents, none of Colorado's presidents taught a service-learning course.

TABLE 5: Presidents' Involvement in Service/Civic Engagement Activities

	National	Colorado
Attends service/civic engagement conferences	42%	45%
Hosts service/civic engagement conferences	28%	18%
Participates in campus service/civic engagement activities	68%	91%
Provides fiscal support for community-based work	72%	73%
Solicits foundation or other support	50%	36%
Publicly promotes service/civic engagement	86%	64%
Writes publicly on service/civic engagement (e.g., op-eds, campus publications, national newspaper, etc.)	35%	18%
Speaks to alumni and trustees on service/civic engagement	61%	45%
Teaches service-learning course	2%	0%
Serves on community boards	75%	82%
Meets regularly with community partners/representatives	67%	45%

Student Involvement in Leading Service-learning/Civic Engagement Efforts on Campus:

In regards to student involvement in leading service-learning and civic engagement activities on campus, 90% of Colorado campuses surveyed indicated that students *served on campus service, service-learning, and civic engagement committees* (which was higher than the national average of 77%) and 83% reported that students *recruited their peers to serve* (which was similar to the national average of 89%). In addition, 42% of Colorado campuses reported that students *helped to design academic service-learning courses and create syllabi* while only 17% did nationally.

TABLE 6: Student Involvement in Leading Service-Learning/Civic Engagement Activities

	National	Colorado
Students assist in staffing the Community Service/Service-Learning/Civic Engagement office	69%	75%
Students play a lead role in the direction of the Community Service/Service-Learning/Civic Engagement office	49%	58%
Students recruit their peers	89%	83%
Students recruit faculty	51%	17%
Students act as liaisons to community sites	72%	75%
Students act as course assistants at sites in the community	29%	33%
Students act as course assistants in the classroom	34%	42%



Students act as guest speakers in the classroom	48%	33%
Students act as co-instructors	16%	17%
Students help to design academic service-learning courses and create syllabi	16%	42%
Students assist with reflection activities	69%	75%
Students serve on campus service, service-learning, and/or civic engagement committees	77%	92%

Institutional Support for Student Service-learning/ Civic Engagement:

In the area of institutional support, 75% of Colorado institutions *designated a period of time to highlight student civic engagement and/or service activities* to encourage service (which was higher than the national average of 58%). In addition, 67% of Colorado campuses *provided funding and provided space for student groups on campus* (compared to a national average of 55%). The method least employed by Colorado campuses, as well as nationally, was *offering community service as a major/minor* (8% and 10% respectively). The largest discrepancy between Colorado and the national average, was that 17% of Colorado institutions *gave extra credit for service* while nationally, 41% did.

TABLE 7: Institutional Support for Student Service-learning/ Civic Engagement

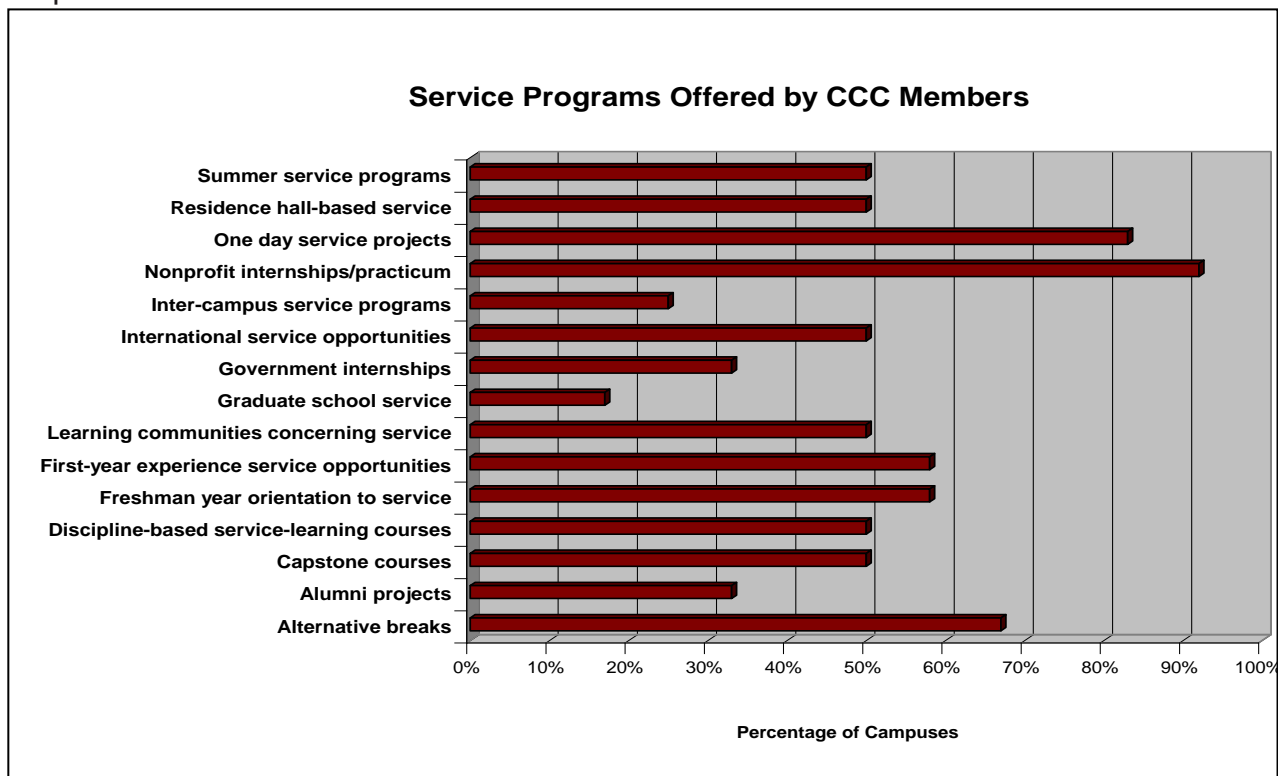
	National	Colorado
Designates a period of time (e.g., day of service, service week) to highlight student civic engagement and/or service activities	58%	75%
Manages liability associated with service placements	58%	50%
Provides/coordinates transportation to and from community sites	56%	50%
Considers service formally in admissions process	24%	33%
Considers service in awarding scholarships	63%	58%
Defines and identifies academic service-learning courses	63%	58%
Requires service-learning as part of core curriculum in one major	49%	42%
Offers community service/civic engagement major and/or minor	10%	8%
Offers courses on volunteerism	18%	17%
Offers courses on activism/advocacy	36%	33%
Designates academic service-learning courses in the course guide	32%	33%
Records service on student transcripts	20%	17%
Gives extra credit for community service/civic engagement	41%	17%
Requires service for graduation	11%	25%
Gives awards to students for service	68%	50%
Offers mini-grants to students for service-related initiatives	29%	50%
Provides funding (e.g., scholarships, grants, fellowships, awards) for academic service-learning and/or civic engagement efforts	55%	67%
Hosts and/or funds public dialogues on current issues	65%	50%
Provides space/communication for peaceful student protest	49%	50%
Provides space for student political organizations on campus	66%	67%



Types of Service Programs Offered by Colorado Member Campuses:

As Graph 4 indicates, the most popular types of service programs offered both in Colorado and nationally were *nonprofit internships/practicum* and *one-day projects*. The least popular were *graduate school service*, *alumni projects* and *inter-campus programs*. The largest discrepancy between Colorado campuses and the national average was in the area of *discipline-based service-learning courses*, with only 50% of Colorado campuses offering this as a service options while 73% of campuses did nationally.

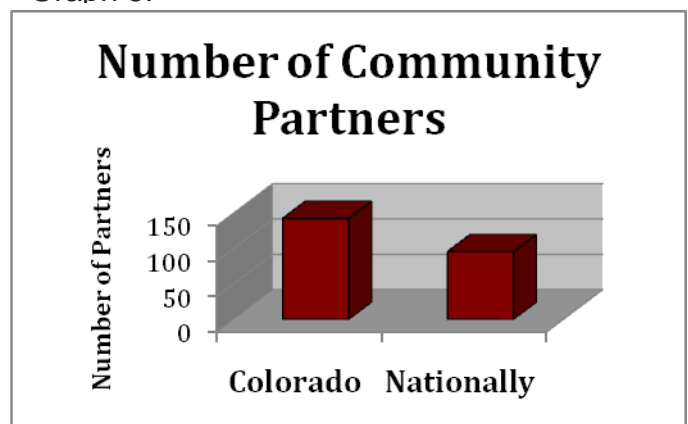
Graph 4:



Graph 5:

Campus-Community Partnerships:

As Graph 5 shows, the Colorado campuses surveyed had an average of 143 community partners, which was 1.5 times higher than the national average of 96 partners per campus.

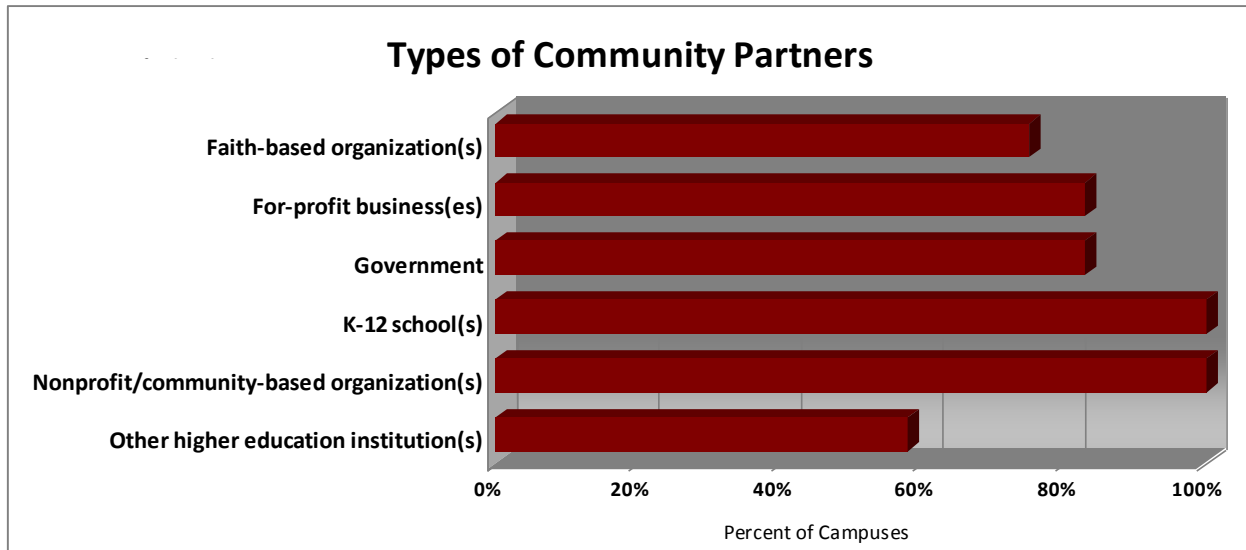




Types of Community Partners:

All (100%) of Colorado campuses had partnerships with *K-12 schools* and *nonprofit community-based organizations*. These were also the most frequent types of partnerships nationally (94% and 98% respectively). Colorado and national institutions both had the fewest partnerships with other higher education institutions. Graph 6 shows how diverse the community partners were on Colorado campuses, with 83% having partnerships with government and businesses, and 75% having partnerships with faith-based organizations. These findings correlate to the **issue areas addressed through service** presented in Table 3, indicating that community partnerships influence (or are influenced by) the issue areas addressed through students' service projects. For example, the more community partnerships a campus had with K-12 organizations, the more service-learning projects related to K-12 issues. Further research would need be conducted to determine whether the partnerships determine the types of projects or vice versa.

GRAPH 6:



Community Partner Involvement in Students' Service-Learning and Engagement Activities:

When asked about the ways that community partners were involved with students' service activities, 75% of Colorado institutions indicated that they had community members *come into class as speakers* and had community members *provide feedback on development of service programs*. These were also the most frequent types of community involvement for national institutions. In addition, 58% of Colorado institutions use community members as uncompensated co-instructors, almost twice the percentage of national institutions (35%). Both national and Colorado institutions *employ community members as compensated co-instructors* as the least common way to engage community partners.



TABLE 8: Community Partner Involvement

	National	Colorado
Act as co-instructors (uncompensated)	35%	58%
Act as co-instructors (compensated)	11%	8%
Assist in creating the syllabus and designing the course	21%	17%
Come into the class as speakers	89%	75%
Provide reflection on site in community setting	63%	50%
Provide feedback on the development/maintenance of community service programs	76%	75%
Participate in the design and delivery of community-based courses	31%	42%
Serve on campus committees	52%	50%

Measurement of Student Service:

When asked whether their institutions, or departments or schools within the institution, had mechanisms to record students' service engagement in the community, 92% of participating Colorado institutions recorded engagement at the department level (which was higher than the national average of 55%) but only 8% did at the institutional level (compared to 27% nationally). All of the participating campuses in Colorado had some type of system for recording student engagement while 18% nationally did not.

TABLE 9: Campuses' Measurement of Service & Its Impacts

	Measures Student Service		Measures Community Impact		Measures Impact of Service on Student Learning	
	National	Colorado	National	Colorado	National	Colorado
Yes, the institution does	27%	8%	10%	10%	18%	9%
Yes, units within the institution do	55%	92%	30%	40%	42%	64%
No	18%	0%	60%	50%	40%	27%

Measurement of Impact of Service on Community:

Table 9 shows that 50% of institutions surveyed in Colorado measured the impacts of students' service on the community at either the institutional or departmental level. However, 50% Colorado institutions and 60% of institutions nationally did not have systems in place to measure the impact of student service on the community.

Measurement of the Impacts of Service on Student Learning:

Table 9 also shows that 73% participating Colorado campuses measured the impact of service on student learning at either the institutional (9%) or departmental level (64%) which exceeds the national average of 60%. However, 27% of Colorado institutions did not measure the impacts of



student engagement on student learning which was lower than the national average of 40%.

Satisfaction with Campus Compact Service and Resources:

Of the campuses surveyed in Colorado, 75% indicated that they were somewhat or very satisfied with Campus Compact service and resources, which was slightly lower than the national average of 86%. While some respondents were neither satisfied or dissatisfied (25%), there were no campuses that were dissatisfied with Campus Compact services and resources.

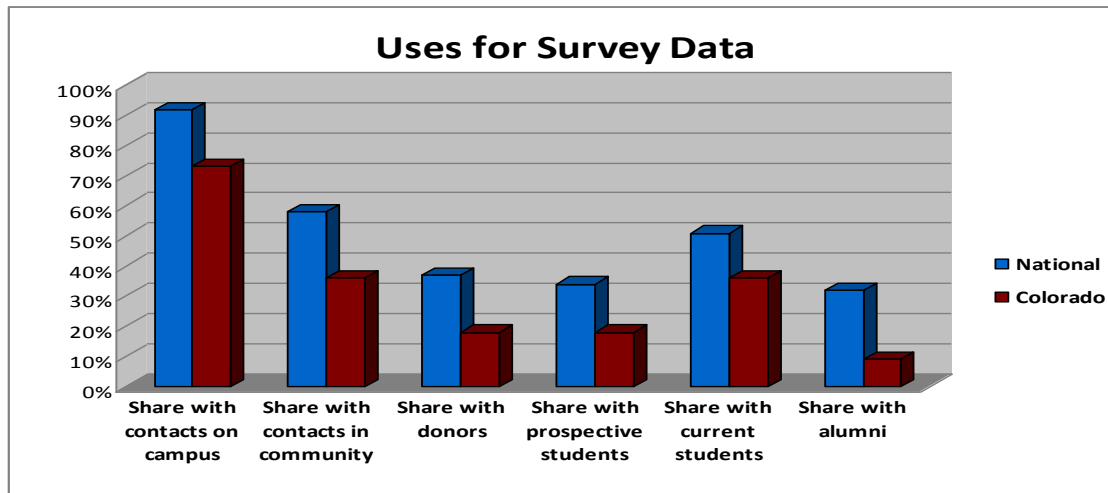
TABLE 10: Satisfaction with Campus Compact Services/Resources

	National	Colorado
Very satisfied	52%	50%
Somewhat satisfied	34%	25%
Neither satisfied nor dissatisfied	11%	25%
Somewhat dissatisfied	3%	0%
Very dissatisfied	0%	0%

Intuitive Use of Member Survey Data:

When asked how the institution would use the information provided by the Campus Compact Member Survey, Colorado and national institutions indicated that they used the information to *share with relevant contacts on campus* (73% and 92% respectively) and the *community* (36% and 58% respectively). Only 18% of Colorado campuses surveyed shared the information with donors or prospective students and 9% shared it with alumni.

GRAPH 7:





Findings & Recommendations

1. COLORADO CAMPUSES HAVE STRONG SERVICE-LEARNING PROGRAMS THAT ENGAGE A HIGH NUMBER OF STUDENTS AND FACULTY:

- 48,888 students engaged in service on Campus Compact member campuses in Colorado, providing over 6 million hours of service, and the average student in Colorado served a half hour more each week than the national average.
- 28% of faculty respondents on three campuses in Colorado were already using service-learning methodology and an additional 42% are interested in doing so.
- 64 service-learning courses were offered per campus in Colorado which was higher than the national average of 55.

Recommendations:

- Since 70% of faculty surveyed indicated that they were already using or interested in using service-learning, there is an opportunity for Colorado Campus Compact to support its members to provide more professional development on service-learning to faculty implementing or interested in implementing service-learning. The data also indicate that approximately a third of the faculty respondents did not intend to use service-learning methodology. Further investigation needs to be done to determine the reasons for their lack of interest. For example, did they not find it useful for their particular subject area or did they not perhaps have a comprehensive understanding of service-learning methodology and how it could be used in the higher education classroom. This further supports the need for faculty professional development on service-learning.
- Colorado institutions offered more service-learning courses and had more faculty teaching service-learning courses than national institutions, yet had less staff support than campuses nationally. A possible analysis would be that the more staff support there is, the less faculty are hired/enlisted to teach courses on service-learning, and therefore the service-learning courses are fewer. Colorado Campus Compact may want to support its members to further explore this issue.

2. INSTITUTIONS IN COLORADO PROVIDE STRUCTURES TO SUPPORT SERVICE-LEARNING AND CIVIC ENGAGEMENT ON THEIR CAMPUSES:

- 90% of university/college presidents in Colorado participated in campus service/civic engagement activities, compared to only 68% nationally.
- 83% of campuses surveyed in Colorado had missions that support community service and service-learning and 80% had service/civic engagement stated in their strategic plans.
- In terms of institutional support for service-learning and civic engagement, 75% of Colorado institutions surveyed designated time to highlight student civic engagement activities as a strategy to encourage service (which was higher than the national average)



of 58%) and 67% provided funding and provided space for student groups on campus (compared to a national average of 55%).

- 92% of participating Colorado institutions recorded student engagement at the department level (which was higher than the national average of 55%) but only 8% did at the institutional level (compared to 27% nationally). All of the campuses surveyed in Colorado had some type of system while 18% nationally did not.
- 73% of Colorado campuses surveyed measured the impact of service on student learning at either the institutional (9%) or departmental level (64%) which exceeds the national average of 60%.

Recommendations:

- Only 17% of participating Colorado institutions gave students extra credit for service (compared to 41% nationally) or recorded service on the student transcripts. In addition, only 50% of institutions in Colorado provided public recognition for service. These are strategies for increasing student and faculty engagement that campuses could institute with support from Colorado Campus Compact.
- If more than 8% of Colorado institutions had mechanisms for recording student engagement that were institutional or campus-wide, it would allow for more accurate collection of student service-learning, community service, and civic engagement data. This, in turn, could support the development of institution-wide recognition programs, designation of service-learning courses in the course guide, and recording of service on student transcripts.
- 27% of Colorado institutions did not measure the impacts of student engagement on student learning. Since assessment of student learning is an essential element of high quality service-learning, Colorado Campus Compact may want highlight the assessment work already taking place on Colorado Campuses to support faculty in Colorado and nationally who may still struggle with assessing the impacts of service-learning and civic engagement on student learning.
- Only 18% of Colorado campuses shared the information from the Campus Compact Member Survey with donors or prospective students and only 9% shared it with alumni. The data could be used to build a convincing case for service-learning and civic engagement on campus for donors, funders, alumni supporters, and prospective students.

3. IN COLORADO, STUDENTS PLAY AN ACTIVE ROLE IN MANY KEY AREAS OF DECISION MAKING WITH SERVICE-LEARNING:

- 42% of Colorado campuses reported that students *helped to design academic service-learning courses and create syllabi* while only 17% did nationally.
- 58% of Colorado campuses reported that students played a lead role directing the service-learning/civic engagement office.

Recommendations:

- Colorado students played an active role in some key areas of decision making with service-learning and this may be an area that could be fostered and leveraged to



strengthen service-learning on these campuses. For example, only 8% of Western Regional Campus Compact faculty indicated that they implemented service-learning, because their "students wanted to do service-learning" however, it is likely that more students than that would support the integration of service-learning into their courses and they just may need the support to know how to approach their professors.

4. COLORADO CAMPUSES ENGAGE THEIR COMMUNITIES IN MEANINGFUL WAYS:

- Colorado campuses surveyed had an average of 143 community partners per campus which was higher than the national average of 93.
- 58% of Colorado institutions surveyed used community members as uncompensated co-instructors, almost twice the percentage of national institutions (35%).
- 50% of institutions in Colorado measured the impacts of students' service on the community at either institutional or departmental level.

Recommendations

- Since both national and Colorado institutions employ community members as compensated co-instructors as the least common way to engage community partners, securing compensation for community co-instructors may be another area of support that Colorado Campus Compact could provide its members to strengthen campus-community relationships.
- 50% of Colorado institutions did not have systems in place to measure the impact of student service on the community. This information is critical to building a case for service-learning on and off campus, and is another area that Colorado Campus Compact may be able to support its members.

Summary

Given that Colorado institutions offered more service-learning courses with less staff support, offered less extra-credit for service-learning projects, had students serving hours more than the national average, and included "service to the community" in their strategic plans, one could conclude that Colorado institutions made service-learning more of a "norm" and less of an "obligation" on their campuses. It is evident that Colorado Campus Compact members have a strong foundation for service-learning and civic engagement and that there is a role for Colorado Campus Compact in supporting its members to develop in the areas of: 1) institution-wide tracking and recognition systems, 2) service-learning training and technical assistance for faculty already using service-learning and those interested in doing so, 3) measuring the impacts of student engagement on student learning - perhaps as an assessment database or guide, and 4) supporting students and student organizations on campus to "ask for" the integration of service-learning into their academic courses.